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A teamed, modular approach to teaching elementary school social studies was developed to deal with individual student differences, to utilize teacher specialities and school facilities, and to increase student sense of responsibility in learning. The curriculum allowed each student to choose from alternative activities (such as lectures, special projects, or independent study) which are repeated so that each student can review or participate in each activity. As a result of this program, student achievement, initiative, and responsibility have increased greatly. (SP)

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Eventually the idea has withstood criticism from every conceivable source: faculty, counselors, administration, and fessional consultants. It is then ready for practical lication.

When the new curriculum is applied for the first time, ritably it will need revision. This is as it should be. The cess of revision must never cease; the curriculum should

phere which exists when people become intensely involved in the work they are doing. We can provide guidelines which have proved useful to us; we can show them curriculums we have created, but we can not give them a team; in fact, we won't even attempt this. We only hope they can foresee, with us, the unlimited educational opportunities which exist when educators in team teaching combine inquiry with creativity.

The Modular Approach in Teaming Social Studies At the Elementary Level

By Don Clarke and Melvin A. Cottle

Last fall, as a teaching team, we evaluated our social studies program and found it was in need of upgrading. We did not feel we were meeting individual needs or satisfying individual differences. We realized we were not utilizing the available facilities, nor were teacher talents being fully utilized. We noticed the lack of pupil initiative and incencentive. We wanted to break from the usual textbook routine and in short, desired a complete change.

After many hours of discussion, planning, and pooling of ideas, we worked out a program which has proven very effective in our situation. The basic structure or organization revolves around the core of the unit as planned by the team. Usually this occupies a two-week block, forty-five minutes daily. As the unit is planned and organized, schedules are charted and posted on the wall and hand-out copies are made available for student reference. The schedule lists time periods for each activity. For example, for the first ten minutes of the period, a student has three choices. He could (a) attend lecture, Part One on the Barbarians, or (b) attend lecture, Part One on the fall of the Roman Empire, or (c) study independently. During the second ten-minute session, he could (a) attend lecture, Part Two on the fall of the Roman Empire, (b) attend lecture, Part Two on the Barbarians, or (c) participate in special projects. During the third ten-minute session, he could attend other parts of lectures, follow through on study periods, or work on special projects.

The same program is followed for two days successively. If the student felt he had missed some pertinent point of the lecture, he could make it up the following day. If he felt he could study the material on his own, he was allowed that alternative. An artistic child might choose the craft-guide session, create a model village, or make a display of art productions of renaissance painters.

Students are not forced to join any of the groups at any time. The eighty-one students in the program usually balance out each of the groups. The largest group attending any session was forty, while the smallest group was ten.

After the ten-minute session, a break is provided if the student wishes to move to another group, begin individual study, or gather materials for projects. He is responsible to fluctuate as he chooses.

The special projects are either teacher-suggested or initiated by the individual with teacher approval. These projests include making maps, drawing, making models, writing stories, writing or giving reports, reading reference materials, studying current events, keeping scrapbooks, charting comparisons, learning dances, etc., all related to the current unit of study.

After scheduling, organizing and launching the program into action, we have been pleased with the results. We are continually adapting new ideas, adopting new methods and developing the basic structure. We become more enthusiastic as we progress. The student stimulus has been overwhelming. Test scores based on standardized tests have gone up 25 per cent to 30 per cent. Seventy-five per cent scored above ninety on the test. Student activity and initiative have increased greatly. The program includes provision for the gifted child as well as remedial instruction for the slow child. The students seem to sense the responsibility for their own learning, thus decreasing discipline problems. We feel that this approach shows endless possibilities to explore and develop.

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